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ABSTRACT

Demographic information collected by the Census Bureau can help students understand many aspects about the quality of life in the United States and can be used by junior high and high school teachers as a classroom resource. The first of six chapters discusses the role that the Census Bureau plays in our lives, examining uses of census data. Chapters 2 through 6 contain student activities and discussion questions that use demographic information provided in each chapter. General demographic census data are provided in chapter 2. Census data concerning family structure, education, work and income, and health and nutrition are the foci of chapters 3 through 6. Suggested activities include having students prepare reports using the data, analyze the data, listen to someone from the local Chamber of Commerce speak on how population changes affect the community, and interview local businessmen and women to determine changes they have noticed in their consumer population and to ask how they are planning for change. The appendix lists additional resources. (RM)

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Using the Census as a Creative Teaching Resource

By Sandra M. Long

Fastback 184

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The chapter sponsors this fastback in honor of one of its members, Miss Bessie Gabbard, for her distinguished service to the chapter and to the Phi Delta Kappa Educational Foundation.

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Introduction

The story goes that a census taker, working in a remote mountain area, came upon an elderly woman, who was leaning on her hoe. He approached her and explained, "Every 10 years the government tries to find out how many people there are in the United States."

"Lordy, honey," the woman thoughtfully answered, "I sure don't know."

That old woman is not alone. No one else could come close to determining the population or its characteristics if there were not a systematic procedure for collecting such information.

For 200 years the U.S. Census Bureau has collected essential information about the population and its characteristics. This fastback presents recent demographic information collected by the Census Bureau, shows how it helps us to understand many aspects about the quality of life in our country and suggests ways of using census data as a resource for teaching.

From the vast amount of census data available, I have selected certain areas to emphasize because of their relevance to curricular goals in junior high and high school and because of their appeal to student interests. To provide tomorrow's citizens with the background for understanding America and planning for its future, we must begin the study of demography in our classrooms today.

Each chapter is followed by student activities and discussion questions that use demographic information provided in that chapter. Some activities require students to seek additional data from persons in the community, in their school, or from other demographic resources available from a library or government agencies. The activities and dis-

cussion questions used to introduce students to the study of demography should serve as a springboard for them to learn more.

The Appendix lists additional resources that can be found in most good libraries, or the reader can contact the Census Bureau directly at the address and telephone number provided in the Appendix. Some printed information is available at no charge.

Demographic information provided by the Census Bureau is not dull statistics. Rather, it examines U.S. society and illuminates almost every aspect of life. The study of demography helps students to understand events reported in the media each day; it enriches their base of knowledge and whets their appetite to delve into our country's roots.

The Census Bureau: Its Role in Our Lives

Census taking has a long history dating back to ancient Babylonia, China, Egypt, Palestine, and Rome. The word *census* is derived from the Latin *censere*, meaning "to tax," or "to value." Early census counts were usually for taxation purposes or for conscripting males into the military or labor force. Women and children were seldom counted in those days. Today, a common definition is "an official, usually periodic enumeration of the population." Yet, a census can actually be a count of businesses, housing, farms, etc., as well as of people.

In ancient Egypt, persons were required to list their names, addresses, occupations, and even identifying scars every 14 years. According to ancient census documents, a Roman ruler decreed that persons who were dishonest or who did not answer census questions completely would be liable to forfeiture, whipping, and servitude.

The Bible offers an early account of one type of census, the first one being at the time of the Exodus, around 1490 B.C.

> The Lord spoke to Moses—in these words:
>
> Number the whole community of Israel by families in the father's line, recording every name of every male person aged twenty years and upward fit for military service. So Moses and Aaron . . . summoned the whole community on the first day of the second month, and they registered their descent.

Another census taken about 1000 B.C. at the order of King David is also mentioned in the Bible.

> David . . . introduced Joab and the officers of the army with him to go around all the tribes of Israel, from Dan to Beersheba, and make a record of the people and report the number to him . . . They covered the whole country and arrived back at Jerusalem after nine months and twenty days. Joab reported to the King the total number of people: the number of able-bodied men, capable of bearing arms, was eight hundred thousand in Israel and five hundred thousand in Judiah.

From about 550 B.C., the Romans took censuses. Initially, these censuses included only districts in the vicinity of Rome, but as the empire expanded so did the need for enumeration of the population. By 5 B.C. the census covered the entire Roman empire. Probably the best known account of the Roman census is the Biblical story of Mary and Joseph's journey to Bethlehem to be counted for tax purposes.

Census taking received little attention after the fall of the Roman Empire and during the Middle Ages. One exception was the *Domesday Book*, the first official census of English people ordered by William the Conqueror of England in 1085-1086 as an assessment of the population and the wealth of his newly-conquered realm. This census included only landholders and their holdings.

The date of the first "modern" census is difficult to establish. It may have been in 1449 at Nuremberg, Germany, where the leaders needed a population count because they feared their limited food supply would run out while they were under a state of siege. The first regular, continuing, complete census began in Sweden in 1749; Norway and Denmark initiated a census in 1769.

Censuses have been required by the U.S. Constitution every 10 years since 1790 to determine the apportionment of seats in Congress and to determine political boundaries for election districts.

Thomas Jefferson usually receives the credit for directing the first census on Monday, 2 August 1790. Yet, the actual task of enumerating the people fell to 16 federal marshals, one for each of the states and territories. By 1880 special agents were hired to conduct the census. Considering the vast unsettled territory at that time and the primitive modes of transportation, it is amazing that a national census could be conducted.

By 1900 government authorities realized more accurate national statistics were needed for an expanding industrial nation. In 1902 the U.S. Census Bureau was permanently established and in 1913 it became part of the newly created Department of Commerce.

Uses of Census Data

Today the Census Bureau provides a vast array of demographic data for use in planning and decision making. Census statistics determine

how billions of federal dollars are allotted to state and local governments. Census information also is used in making decisions about government programs. The Census Bureau provides several examples of how census data are used:

- In Spartanburg, South Carolina, census data were used to obtain federal money to change a junior high school into a social services and senior citizens center.
- Boy Scout executives use census data to project the number of boys who might join the Scouts and the number of camps needed to accommodate them.
- In San Antonio, Texas, bankers studied census data to decide whether to open a new bank in Ingram Park Mall.
- Mrs. McKeever's fourth-grade class in Fort Smith, Arkansas, used census data to determine how much energy America's fourth-graders might conserve in a year.
- City leaders in Stamford, Connecticut, studied census data to help decide where to locate a new fire station.
- Transportation planners in San Francisco use census information to select bus routes, to determine where subway stops should be located, and to determine which highways to widen.
- A business owner in Dallas studied census data before deciding to open an expensive restaurant and club in Red Bird Shopping Center.

Census statistics are vital for planning in business. In the 1960s the Ford Motor Company used population characteristics in deciding to develop the sporty Mustang for the large and expanding group of 18- to 24-year olds. A lawn mower manufacturer would use demographic data in planning a marketing program directed at those most likely to have lawns to mow, i.e., those who live in owner-occupied dwellings.

School administrators need demographic data when planning bond issues, setting tax rates, and determining the location of new schools. They use demographic data to determine the number of pre-kindergarten children in order to plan future kindergarten facilities or the number of adults without high school diplomas in order to plan adult education classes. When data relating to the population are needed, the Census Bureau is the source to contact. Information will be found!

James Michener, the American novelist, comments on how he uses census data:

> For half a century I have used the *Statistical Abstract* to clarify and fortify my thinking, and I find that I use it in three distinct ways: to explain my homeland, to make comparisons with other nations, and to amuse myself in idle exploration. The first is by far the most revealing. In preparing any statement about the quality of American life, I first consult the *Abstract* to assure myself that I know what I'm talking about, and often my casual preconceptions are blasted by data of which I have not been aware.

When the first census was taken in 1790 when the U.S. population was only four million, some individuals complained to President George Washington that the census takers were asking for information that was none of their business. Some persons still think that such information is none of the government's business. Yet, census data have become increasingly necessary for planning national and local government programs that benefit all citizens.

Behind the Scenes at the Census Bureau

Most Americans think of the census as a one-shot undertaking every 10 years. Actually it is a round-the-clock operation, involving extensive use of computers. Hundreds of surveys are conducted each year that collect valuable data not obtained from the decennial census. Data gathered through the surveys are published as "current reports." Information from these reports is frequently reported in the media, but often the source is not mentioned.

The dissemination of the 1980 census questionnaire was a big job. The Census Bureau computer spent 2,000 hours just to prepare addresses used to mail questionnaires. Questionnaires placed end to end would circle the equator one-and-a-half times. Such dissemination is costly. Conducting the 1980 census cost between four and five dollars per person. Someone remarked, "Why do we have to spend so much money to take the census when you can get all the figures from the *World Almanac* for free?"

Collection of census data is a complex undertaking. Over 400 temporary district offices were established for the 1980 census, and ap-

proximately 275,000 temporary workers were hired to conduct the census. Census takers gathered an estimated 3.3 billion items of information from more than 220 million people in approximately 80 million households spread over 3.6 million square miles of territory.

The 1980 census used the mail system extensively. About 90% of households those in more populous areas, were asked to fill out questionnaires and return them by mail. The remaining 10% were asked to complete the questionnaires and hold them for census takers to pick up in person. This was especially true in more sparsely settled areas.

Methods in addition to the collection of data through the mail system were needed because many people have no permanent address. Therefore, on "T-night" (transient night), on the evening before Census Day, there was a special enumeration of people in hotels and motels that charge more than $4 a night and in YMCA's, YWCA's, campgrounds, and similar places. Then on "M-night" (mission night) people were enumerated in missions, flophouses, and places charging transients $4 or less per night, including local jails, detention centers, railroad and bus stations, and other places where people can sleep overnight or where people stay for 30 days or less. A casual count was also conducted in pool halls, bars, welfare offices, and other places where transient persons are known to congregate. Clearly, in 1980 the census Bureau went to great lengths to find and count people.

In 1976 Congress authorized a mid-decade census. The law does not require that it replicate the decennial census and there is provision for flexibility in its development and implementation. The mid-decade census will not be used to reapportion seats in the U.S. House of Representatives; however, it will provide more current data to make future social, economic, and political decisions.

As citizens make decisions and plan for the future, demographic data will become ever more important. The press, the public, mayors, Indian tribal leaders, the poor, the handicapped, academicians, planners, and the purveyors of statistical information—all have been and will be beating a path to the Census Bureau headquarters to make use of the 1980 and mid-decade census data.

Introducing Students to Demography

Demography can be broadly defined as the scientific study of the size, distribution, and composition of human populations and their changes over time as a result of fertility rates, mortality rates, and migration. People who study human population are called demographers. They examine how demographic variables interact to create change.

This chapter presents some basic demographic information from the Census Bureau. As your students use the information, they will be functioning as demographers and will be finding answers to such demographic questions as why the older population peaks at certain periods, why a younger group peaks at certain times, or why an area is becoming more or less urban. As students undertake their study, teachers can introduce concepts from history, geography, sociology, psychology, or economics to help them understand demographic information.

Size, Distribution, and Composition of Population

Population size is a basic component of demography. When U.S. marshals first began enumerating the population in 1790, Americans numbered under 4 million. As of September 1981, the count stood at approximately 231,298,000. Births, deaths, and net migration are

factors that influence change in the size of the population. Over a specific period, change in size of the population is determined by 1) adding the number of persons born during the period, 2) subtracting those that died during the period, 3) adding persons who moved to the area, and 4) subtracting those that moved away.

A large population clock at the Census Bureau shows the changing U.S. population. For example, as of July 1979 it shows there was an average of: one birth (B) every 9.48 seconds; one death (D) every 16.596 seconds; one in-migration (IN) every 74.086 seconds; and one exit-migration (EM) every 14.6 minutes, for a net gain of one person every 17.365 seconds. Net gain is figured by this equation: Net gain = B - D + IM - EM. Using these statistics one can calculate population changes over a year's time.

The distribution of population is another basic demographic component. In 1790 the population of about 4 million lived in an area of approximately 865,000 square miles (4.5 persons per square mile). Since that time the U.S. population has multiplied 55 times, the land area has more than trioled, and the population density has increased to over 60 persons per square mile. In this century, there has been a vast redistribution of the population because of changes in agriculture and transportation; many more people live within commuting distance of metropolitan areas and fewer people live in rural, agricultural areas.

In addition to size and distribution, demographers also study population composition. This includes age, sex, racial, vocational, and economic characteristics of people. The components of population size, distribution, and composition are influenced by births, deaths, and migration. Let us examine how these demographic components interact in our changing population.

Early Trends of Population Growth

Historical census data for the U.S. are limited because of methods used to gather the data. Not until 1830 were uniform printed schedules used to record the data. Previously, marshals used whatever paper was available, ruled it, and wrote in the information. Between 1790 and 1840, the household, not the individual, was the unit of enumeration. Only names of household heads were on the schedule. The only tabula-

tions made were the simple additions to the entries made by the marshals. No attempt was made to publish uniform data by city or to break down state returns by county.

Legislation covering the 1850, 1860, and 1870 censuses provided for several changes in procedure. The data collected were expanded to include every name in a household and additional social statistics regarding taxes, schools, crime, wages, and value of real estate. By 1860 there were six separate questionnaires with 142 items. The 1870 census was noteworthy because a rudimentary tabulating machine for data processing was introduced.

Despite these limitations, valuable data about early fertility rates do exist. The crude birthrate (number of live births per 1,000 population in a given year) is one of the ways demographers measure fertility. While data on fertility for the total U.S. population in the early nineteenth century are incomplete, it is estimated that the crude birthrate was about 50 in 1800, compared to about 16 today. By the 1850s the crude birthrate had declined to about 45 per 1,000 in the white population; and the fertility rate of the white population continued to decline throughout the 1800s, although it was higher than that of Western Europe until the late 1800s. No doubt high rates can be attributed to a young and expanding population, with continuing replenishment by young immigrants.

Accurate fertility estimates for the black population were not available until the early part of the twentieth century, but available data show that the crude birthrate for blacks has always been higher than for whites. In the mid-1800s the estimated birthrate for blacks was 50 to 60 births per 1,000. That rate began to decline during the latter half of the nineteenth century. By 1900 the crude birthrate was between 40 and 45 births per 1,000 population for blacks compared to 25 to 30 births per 1,000 population for whites.

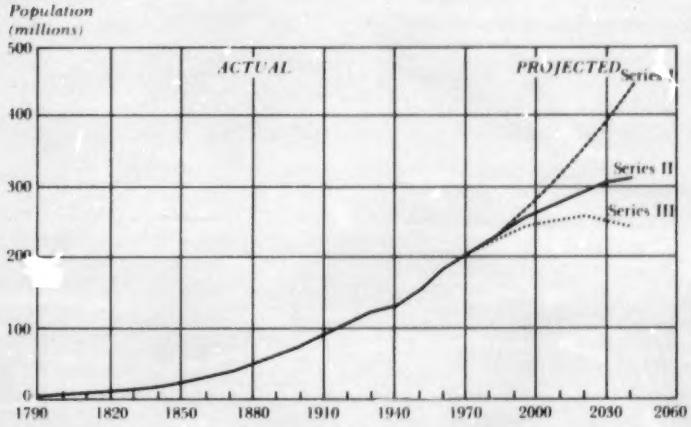
It was also during the latter half of the century, after the Civil War, that many black families left rural areas and sought new experiences in urban areas. With migration, families were often separated for a time. Beginning anew in unfamiliar areas also created economic strain. The separation and economic conditions contributed to continued lower birthrates toward the end of the century.

Predicting Population Growth by Fertility Rates

Since World War II fluctuations in population growth mainly have been due to changes in fertility. For example, annual births peaked in 1957 at 4.3 million, declined in 1968 to 3.5 million, rose in 1970 to 3.7 million, decreased and stayed between 3.1 and 3.2 million from 1973 to 1976, then increased to over 3.3 million in 1977, and continued to increase to over 3.5 million in 1980.

To forecast population more accurately on the basis of fluctuating fertility rates, the Census Bureau has designed three series of population projections based on three different fertility rates. The fertility rate differs somewhat from crude birthrate in that it is the number of live births per 1,000 women aged 15-44 years in a given year. It is a more refined measure than the crude birthrate because it is based on statistics that relate only to women of childbearing age. The total fertility rate for a given year is the number of births that 1,000 women would have by the end of their childbearing years if they were all to survive during these years. The rate is given as a hypothetical lifetime measure. For example, the 1980 fertility rate was 1.9 children per woman.

Figure 1. POPULATION GROWTH: 1790-2040
(with three fertility projections)



The Census Bureau chart (see Figure 1) shows three series of population projections that might occur with changes in fertility rates. Series I assumes the future fertility rate will be 2.7 children per 1,000; Series II, 2.1 children; Series III, 1.7 children. Presently the fertility rate is below Series II, but trends make it appear that the rate will rise to levels at or above the Series II level. For this reason, Series II is used for most predictions. If the fertility rate of 1.7 (Series III) occurred, the population would begin decreasing by the early part of the next century, barring large numbers of immigrants.

Population Growth and Older Americans

It is no secret that the U.S. population is growing older. Some have referred to this phenomenon as the "graying" of America. The reason is simple to explain: people are living longer. This older population group is expected to double between 1976 and 2020, giving us a population of approximately 45 million older persons.

Present increases in the number of older persons as well as projected increases can be attributed to a high birthrate during the early 1900s and to increased longevity. Beginning around 1990 the older population will show a decrease for about 20 years because fewer persons were born between 1920 and 1940, two decades that include the Depression years, when the birthrate fell drastically. But between 2010 and 2025, members of the baby boom (born 1945 to 1960) will again swell the older population.

Within the large older population, women outnumber men because of their longer life span. The difference in the life span is about eight years. This could create some interesting relationships. For example, recently a new widower in a retirement village commented on the lavish attention he was receiving from his widowed female neighbors. But he was not complaining, because they took turns inviting him to dinner, which greatly reduced his grocery bills! An older man may increasingly become an enviable and scarce commodity in retirement villages where there are large concentrations of older women. But there are many more serious social issues related to our aging population.

One issue is housing for older people. Today city planners are pro-

jecting the numbers of older people by the year 2000 in order to zone areas for suitable housing. This may mean smaller houses with fewer bedrooms, one story units so older persons will not have steps to climb, cluster housing with no lawns to maintain, and small shopping areas within walking distance. It is possible we may return to the small neighborhood concept in such areas. There will be greater demand for health and social services performed by professionals trained in geriatrics. New businesses will emerge to serve the special needs of older people. The concerns of older people today provide clues to designing the future.

Population Growth and Mortality Rates

Just as fertility rates influence population, so do mortality rates. Mortality rate is the term demographers use for the number of deaths per 1,000 population in a given year. Of course, life expectancy is a factor in the mortality rate.

The trend toward longer life expectancy began in the late 1800s with advances in public health. However, it is interesting to note that the infant mortality rate in the United States is higher than in the United Kingdom, Spain, Canada, France, Finland Japan, and Sweden. And for blacks and other minorities in the U.S. the infant mortality rate is higher than for whites. This raises crucial issues about the health delivery system in the U.S., especially its services to minorities. Another issue is why minorities have not benefited from health services that are available.

Several factors, including nutrition, prenatal care, environmental health hazards, and stressful lifestyles, can be studied when looking at mortality rates, but the most dominant variable in life expectancy for all races is gender. Women live about eight years longer than men. Some authorities have speculated that as more women enter the labor force and face the combined stress of the work world and of maintaining a home, the difference in life span between men and women may narrow.

International comparisons of life expectancy are interesting. Life expectancy of females in the United States is about equal to that in several other industrialized countries, although Sweden is slightly

10

highe,. However, male life expectancy in the United States is less than that in the United Kingdom, Sweden, Japan, and Canada. Differences in cultural lifestyles do appear to be factors that affect life expectancy.

Population Growth and Migration Trends

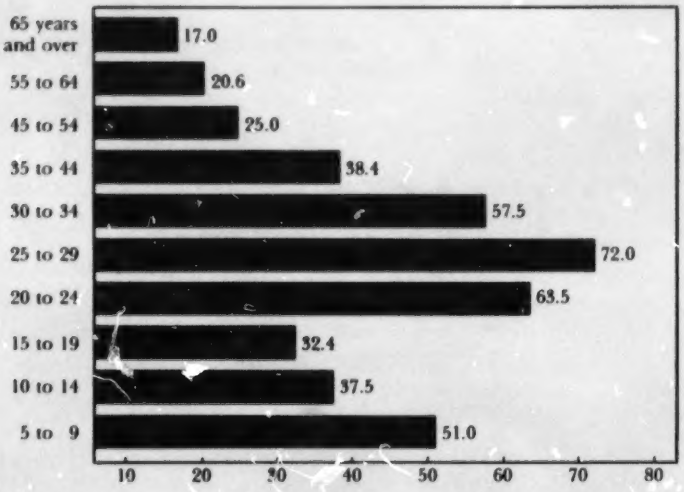
In addition to fertility rates and mortality rates, migration is another factor influencing population growth. Migration is the movement of people across political boundaries. Such boundaries could be national, regional, state, or municipal. Demographers use the term *gross migration* as a measure of the total number of inmigrants and outmigrants. *Outmigrants* are persons who leave their place of origin (outmigration). *Inmigrants* are persons who move to a new place (inmigration). *Mobility* is also a term used by demographers to explain movement of people. People who move often, as is common in the U.S., are said to be *highly mobile*. In sociology the term means a change in economic or social status. To plan for educational needs, business investments, and population needs in general, one must be knowledgeable about migration trends.

Migration trends affect a country in many ways. For example, because the 1980 census showed shifts in population distribution, 21 states either gained or lost representatives in Congress. Those losing representatives were the Northeast and North Central states; those gaining were the Western and Southern states. Changes in congressional representation were as follows: Florida (+4); Texas (+3); California (+2); Arizona, Colorado, Nevada, New Mexico, Oregon, Tennessee, Utah, and Washington (+1 each); New York (−5); Illinois, Ohio, and Pennsylvania (−2 each); Indiana, Massachusetts, Michigan, Missouri, New Jersey, and South Dakota (−1 each).

Such shifts in congressional representation raise several political, social, and economic issues. For the first time the South now has a majority in the U.S. House of Representatives. Those states losing population have even expressed concern about losing federal funds and projects to the Sunbelt states.

With the highly mobile population in the U.S., demographers are interested in who is doing all the moving, where they are going, and why. Figure 2 shows clearly that persons in their twenties do most of

Figure 2. PERCENT OF POPULATION 5 YEARS OLD AND OVER MOVING BETWEEN MARCH 1975 AND MARCH 1979, BY AGE



the moving. Persons this age are completing school, forming families, and embarking on careers. These activities often require a move. As people reach their late twenties and have children, they often move because they have purchased a home for an expanding family and want to be near schools or other facilities that attract young families. After age 30, people tend to move less often.

Figure 2 shows that older people do not move as often as younger people. However, when they do move in large numbers to such popular areas as Florida or Arizona, they have a strong impact on these areas. Although they may be drawing retirement benefits, many of them seek some type of employment. This can create a strain on employment opportunities for teenagers in those areas. Older people also require health, educational, and recreational facilities that are tailored to their needs. Often older employees need retraining.

Blacks in the U.S. have an interesting migration pattern. Throughout the 1960s blacks trekked northward in impressive numbers, but in the last decade the northward migration diminished dramatically. In the 1960s black migration to New England was 29.5%; by the mid-1970s it dropped to 2.3%. In the same period in the mid-Atlantic region migration of blacks dropped from 19.4% to 2.0%; in the East North Central region from 12.3% to −4%; in the West North Central region from 4.6% to −5%; and in the Pacific region from 29.7% to 6.2%. Black population increases in the last decade were in the South Atlantic, East South Central, West South Central, and Mountain states. The South no longer has a net outmigration of blacks as it did before 1970, but it is not known whether there will be net inmigration to the South in the future, or if a pattern of nearly equal flow into and out of the South that began in the 1970s will continue.

In recent years shifts in population to the South have been most striking. Nearly 9 million more people lived in the 16 Southern states and the District of Columbia at the end of the 1970s than at the beginning of the decade. During this period, 42% of the population growth occurred in California, Texas, and Florida. The Western Region has expanded most rapidly, especially in the Mountain states. The South and the West had population increases between 1970 and 1980 of 20% and 24%, respectively, double the national average.

Such tremendous growth in certain parts of the country creates many concerns and questions. Many businesses have shifted their operations to the Sunbelt. Others have remained in the North but have had to try and update obsolete plants. Many persons question if those flocking into high growth areas will destroy the quality of life that enticed them to move there. Many also worry about creating boomtowns that lack the amenities of established communities.

Another topic of interest to demographers is the migration between metropolitan and nonmetropolitan areas. Demographers use the term Standard Metropolitan Statistical Area (SMSA) when referring to an integrated economic and social unit within a large population nucleus. For the first time in modern history, growth rates in nonmetropolitan areas exceed those in metropolitan areas. In the last four years of the 1970s, almost seven million people four years old and over

moved out of a metropolitan area to a nonmetropolitan area. Population declined in central cities and increased in the suburbs. Another significant trend is that between 1970 and 1979, movement of blacks to the suburbs increased at an average annual rate of 4.1% compared with only 1.2% for whites. Nevertheless, most blacks and persons of Spanish origin live in metropolitan areas or central cities, often in segregated areas. Recent data do not indicate any reversal in this trend. Figure 3 shows distributions of population in 1979.

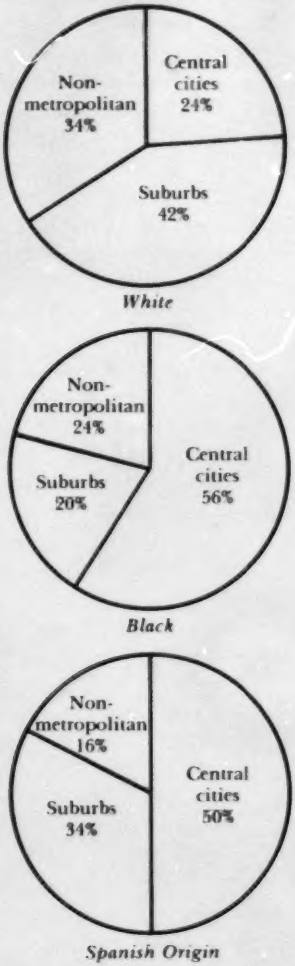
Population Growth and the Hispanic Community

To understand the U.S. population, it is necessary to understand the ethnic composition of the people. Recent census data show dramatic increases in the Hispanic segment of the U.S. population; it now is more than 14 million. The term *Hispanic* includes Cubans, Mexicans, Puerto Ricans, South or Central Americans, and other persons of Spanish origin, regardless of race. Mexicans make up 60% of the U.S. Hispanic population; Puerto Ricans, 14%; Cubans, 6%; South or Central Americans, 8%; and other Spanish, 12%. Although almost every state has some Hispanic residents, 75% of all Hispanics live in California, Florida, New Mexico, New York, and Texas. At the end of the 1970s, Hispanics made up 36% of the population of New Mexico and 21% of the population of Texas. Some predict that by 1990 Hispanics may be the largest minority group in the U.S.

Prior to the 1980 census, some Hispanic leaders contended census surveys undercounted Hispanics. The Census Bureau acknowledged the problem of undercounting. Between the 1970 and 1980 censuses, persons of Spanish origin registered a 61% increase. Some of this increase is no doubt the result of improved census coverage. Whatever the exact count, it is clear that the Hispanic population is expanding rapidly and needs to be acknowledged by planners. Although some areas of the country may not have yet experienced an influx of Hispanics, their numbers are growing in all geographic areas.

The Hispanic population is young, lives in metropolitan areas, and has large families compared to the average U.S. family. While their overall educational level is lower than the general population, educational attainment levels for younger Hispanics is on the rise. The larg-

Figure 3. DISTRIBUTION OF THE WHITE, BLACK, AND SPANISH ORIGIN POPULATIONS, BY METROPOLITAN AND NONMETROPOLITAN RESIDENCE: 1979



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est Hispanic group, Mexican Americans (60%), live mainly in the Southwest, but because of manufacturing and agricultural jobs in Illinois, many migrants of Mexican ancestry have settled there. Concentrations of Puerto Ricans live in the industrial Northeast, especially New Jersey and New York. Illinois also has a considerable number. As might be expected, large numbers of Cubans reside in the South, especially Florida. Many immigrating Hispanics tend to settle in the same areas as relatives already living in the United States. As mainstream America assimilates these Hispanics, this trend may change.

Population Growth and Immigration: The Unknown Factor

Immigrants provide yet another demographic dimension for understanding migration. The occupational status of immigrants has changed since the beginning of the century. As persons poured into the country in the early 1900s, over half reported they were laborers; 18% were craftsmen, foremen, operatives, or had similar occupations. Fewer than 1% were professional or technical workers. By the end of the 1970s, this occupational mix was reversed. The largest group of immigrants were professional and technical workers, followed by persons classified as craftsmen, foremen, and operatives; the number of laborers dropped; however, 60% of immigrants reported no occupation.

Both laws and historical factors have influenced immigration. The Immigration Act of 1924 established immigration quotas based on national origin and greatly reduced the number of immigrants to about 1 per 1,000 population per year. The Immigration Act of 1965 resulted in changes in the geographical origin and racial composition of immigrants to the U.S. Previously, immigrants were predominantly white Europeans, but this group dropped drastically from 42% to 16% in 1977. However, the number of Asian immigrants has increased substantially.

Slightly more females than males are immigrating. The largest group immigrating is between 16 to 44 years, followed by the under-16 age group.

Immigration rates have fluctuated. Immigration to the U.S. reached a peak rate of 10.4 per 1,000 population between 1901 and 1910. After this period, the highest rate was the 3.5 between 1920 and

1930. Recent rates, close to 3.0 per 1,000 are the highest since the Depression period.

Statistics about immigrants are not precise because of the number of undocumented immigrants (those who enter the country illegally). Border patrols have been extremely active in pursuing these illegal immigrants. In 1979, they apprehended 896,900 persons compared to 233,900 in 1970. Of these, 866,800 were Mexicans.

Since most apprehended aliens were Mexicans, this becomes a sensitive political issue between the United States and Mexico. Other issues arise concerning illegal aliens working in the U.S. Should they receive Social Security benefits if they pay into the system? Should their children have a right to a free public education if the parents are paying income and sales taxes?

As the number of new immigrants increases, many problems arise over the issue of bilingualism. Spanish is the most widely spoken language other than English in the U.S.; almost half of the Spanish-speaking people responding to a survey reported difficulty with English. Following Spanish, the other most frequently spoken languages in order are: Italian, French, German, Polish, Chinese, Greek, Filipino, Portuguese, Japanese, and Korean. The newest wave of immigrants presenting language difficulties are Southeast Asians from Vietnam and Cambodia.

The issues in bilingual education include finding qualified teachers and tutors, determining the best methods of teaching English as a second language, and deciding whether children's native language should be taught at the same time they are learning English. But of all the foreign-speaking immigrants in the U.S., the Hispanics present the greatest challenge for the future because their numbers are so great.

Student Activities and Questions

The following activities provide students with experiences using basic demographic concepts. Many of the activities use data provided in the fastback or in basic demographic resources listed in the Appendix. When applicable students should use regional or local data.

1. In a notebook collect clippings from newspapers or magazines relating to statistics released by the Census Bureau; also include items

heard on radio or T.V. Use this collection of data to support opinions, write stories or news releases, or draw conclusions about the changing U.S. population.

2. Prepare press releases relating to regional population shifts and other population characteristics. Illustrate census findings in graphs and editorial cartoons.

3. Pretend you are a U.S. marshal in 1790 riding off to begin the first enumeration of the population. What difficulties would you encounter? Play the role of the marshal and explain what you are doing and why.

4. Use data from the *Statistical Abstract of the United States* or another Census Bureau source to make a graph showing the increase in U.S. population since 1790.

5. At a beauticians' conference, the speaker emphasized the importance of keeping abreast of hairstyles for the increasing number of older women. What other businesses must keep informed of the changing demographics in this age group and how must they adapt to serve this group?

6. Ask the mayor or someone from the local Chamber of Commerce to speak on how population changes affect your community. Check *Statistical Abstract of the United States* or the *State and Metropolitan Area Data Book* beforehand for specific information and ask the person to comment on this information as it relates to your community.

7. Interview local businessmen and women to determine changes they have noticed in their consumer population and to ask how they are planning for change. Will their advertising have a different focus? Will their products differ? If there are more working mothers and single persons, can restaurants expect these persons to eat out more often?

8. Pretend you are planning to open a lawn mower sales and service business. What factors will help you decide where to locate it? For example, in what type of housing would persons 65 and over be most likely to live? Would they be likely to need riding mowers for large yards, push mowers, or no mowers? Would you want to consider total lawn service for customers in addition to selling mowers? What age group would most likely use each type of mower? What type of housing

and lawn area would they have? Consider income levels and types of housing. Consult *Statistical Abstract of the United States* for more information to help you make your decisions.

9. The population expanded during the early 1900s but between 1920 and 1940 there were fewer births. What factors in the U.S. history caused fewer births during this time and how will that low birthrate affect the 65-and-over population around 1990?

10. The baby boom generation (1945-1960) will have a decided impact on the future. What changes might this age group necessitate?

11. Describe life in a retirement village for a widowed man and a widowed woman in 2020. Consider the ratio of men to women.

12. How old will you be in 2020? How do you think the 65-and-over population will affect you personally, your employment, your responsibility to others?

13. Government figures show that the United States has higher infant mortality rates than the United Kingdom, Spain, Canada, France, Finland, Japan, and Sweden. What factors in our society and health delivery system might account for these rates? Propose a plan to reduce high infant mortality rates.

14. Female life expectancy in the United States is comparable to that in other industrialized countries; male life expectancy in the United States is less than that in the United Kingdom, Sweden, Japan, and Canada. What factors in our society might account for this?

15. Between 1976 and 1979, 60% of the children under five moved; 51% ages 5 to 9 moved; 38% ages 10 to 14 moved; and 32% ages 15 to 19 moved. What would be the concerns of persons in each of these age groupings about moving? What are the advantages and disadvantages of changing locations?

16. Between 1976 and 1979, 64% of persons age 20 to 24 moved and 72% of those 25 to 29 moved. Why is this group so much more mobile than older groups?

17. Using census data, prepare a report on each of the Hispanic groups: Cubans, Mexicans, Puerto Ricans, South or Central Americans. Prepare a bulletin board to illustrate your findings about these groups, showing how they are alike and how they are different.

18. Assume you are president of a large commercial enterprise, and

you want to select locations for several new facilities. You want to locate them in areas experiencing a high growth rate and also growth in sheer volume of people. Using an outline map of the U.S., shade in the areas of the country that meet these criteria. You will need recent census information to do this.

19. The Northeast and North Central States lost 17 U.S. representatives, a result of the 1980 census. What is the relation between population and representation? Prepare a report on this and how the system was developed.

20. On an outline map of the U.S., for each state that lost representation put a minus (−) sign with the number of representatives lost; for each state that gained representation put a plus (+) sign with the number gained. Invite your U.S. representative to your class to talk about the topic.

21. With the shifts in population, some cities will experience losses; others will experience gains. What effect will these changes have on these cities? Will Houston's rapid growth result in huge traffic jams? Will a decreasing tax base result as people leave industrialized cities? As more people move for climate and quality-of-life reasons, will they deplete and destroy the things they originally sought?

22. Do some research and find out what situations created some of the boom towns of the past and how they prospered or failed. Do these towns have anything in common with today's boom towns? If so, what are the common characteristics?

23. Write the Chamber of Commerce in a growth area to get information about a city to which you would like to move. Tell why you chose the city. Prepare a bulletin board using the brochures and other information that was sent to you.

24. What historic circumstances and laws have influenced immigration rates and the types of immigrants? Debate the pros and cons of admitting immigrants to the U.S.

25. Some persons think the civil rights of illegal immigrants are violated because they are exploited as cheap labor but have no grievance rights, and because they receive no benefits even though they pay taxes. Do you think illegal immigrants should have the same rights as other citizens? Decide your position, gather data, and debate the issue.

What the Census Tells Us About Family Structure

Students are interested in the fascinating statistics on family structure that the census gives, because these data are relevant to their lives. Students can use census data to learn about different family forms, other family characteristics, how families change, what forces create those changes, and how families handle such changes. Perhaps the most important outcome of studying family structure is that students may begin to understand how their own families and lives are affected by changes.

Household Composition and Characteristics

Households are described in different ways. A family household is composed of two or more persons who are living together and are related by birth, marriage, or adoption. Therefore, a household may or may not contain children. Non-family households refer to single persons living alone or unrelated persons living together.

Non-family households grew substantially in the last decade, from 11.9 million to 22 million. Such households result from more young adults leaving home to live independently, more divorces and separations, and increasing numbers of older people living alone. Most non-family households consist of only one person. Because of this, the average household size has declined from 3.14 persons in 1970 to 2.73 in 1981.

Households are changing. As of March 1981, married-couple households had dropped below 6[illegible]% of households in the United States. Numbers of married couples with children less than 18 years old declined from 25.5 million in 1970 to 24.9 million in March, 1981.

The composition of households that contain children is also changing. As a result of high divorce rates, fewer children are living with both biological parents. During the last decade, two-parent families declined by 4% and one-parent families climbed by 79%. Single-parent families represent 20% of all families with children. At the end of the decade, one of every five children lived with only one parent. Over 50% of black children live in one-parent homes. Such changing households have caused educators to ask how they can help children from single-parent homes.

Marital Status and Stability

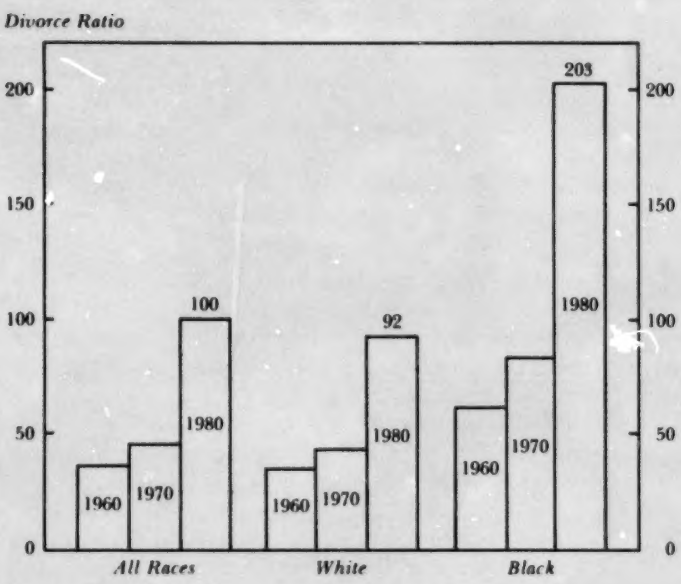
Divorce is most likely to occur during the first seven years of marriage, and children are often born during these first years of marriage. The largest group of children living with single mothers is 6 to 13 years old, followed by those 14 to 17 years old. Many issues surface pertaining to single parents raising their children, such as how divorce affects children emotionally and how it affects their later ability to become parents and to maintain a successful marital relationship. The following look at marital status and stability amplifies such issues.

When a graduate student, conducting a survey, asked a man some questions about his divorce, the man looked puzzled and asked *which one*. After three divorces, he wanted to be sure which divorce he should discuss. As this incident illustrates, divorce is increasingly more common—often occurring more than once.

Figure 4 graphically illustrates the large numbers of divorced persons in the last two decades. In all three categories shown, the numbers of divorced persons have more than doubled in 10 years; the most significant increases have occurred in the black population.

Today, many persons are forgoing marriage or delaying it. Compared to 30 years ago, the number of young adults who have never married is striking. In 1980 the number of women 20 to 24 years old who had never been married was 50%, compared with 36% in 1970. In 1980 the number of men 20 to 24 years old who had never been married increased 55% from 1970. Equally impressive is the growing number of persons in their late twenties who had never married. One in every 10 women 25 to 29 years old had not married in 1970; by 1980 it was 1 in 5.

Figure 4. DIVORCED PERSONS PER 1,000 MARRIED PERSONS WITH SPOUSE PRESENT, BY RACE: 1960, 1970, AND 1980



In 1980, 1 in 3 men in their late twenties had never married, compared to 1 in 5 in 1970.

The Elderly and Their Care

As persons at the turn of this century left agricultural jobs, became more mobile, and flocked to industrialized cities, family size began to decline, and other institutions shared the responsibilities of educating children and caring for the elderly. Today an increasing number of older people, especially women, live alone. At the close of the 1970s, more and more were classified as unrelated individuals, that is, someone not living with any relatives. Between 1970 and 1980, females 65

years and over living alone increased 46.3% and males of similar age increased 22.4%. Many questions arise relating to family and societal responsibilities for financial support, health services, and housing for these older people.

Data on family and non-family households will often reflect what is already occurring in many students' own family lives. Demographic information on family structure will often substantiate what is said about the condition of families in our country. Persons have usually heard of the plight of the elderly and of the rising divorce rates, but the complete picture is often blurred without demographic data.

Activities and Questions

1. In the 1970s non-family households doubled. What types of persons do these households include? What caused the large increase?

2. How will the increasing numbers of the single elderly change future lifestyles, housing arrangements, advertising, political issues, employment, and human services?

3. Using census data, create a chronological profile of a young couple from marriage to divorce. Use median age at first marriage for males and females and average length of first marriage for divorced persons.

4. What role have societal factors played in the many persons delaying or forgoing marriage? Will this continue? Why?

5. Bring in fact books and almanacs to see how much of the information on family structure originally came from the Census Bureau. Use these for a discussion of the American family—yesterday, today, and in the future.

6. Take an anonymous poll of students in your grade to determine their family structure. Include questions on family size, type of housing, age of parents at marriage, divorce, other adults living in home, etc. Compile a profile of your class from this data and compare it with national statistics.

What the Census Tells Us About the Education of Americans

Education is big business in the U.S.; approximately 3 of 10 Americans either are enrolled in some form of schooling or are employed by the educational system. Census data report these significant developments: strides in educational achievement by blacks; higher percentage of Americans finishing high school; a better educated older population; increased enrollment of women in college, especially part-time enrollment of those over 35; millions enrolled in adult education courses; and significant enrollment increases in preschools. In this chapter we shall examine each of these areas as well as certain international comparisons of educational achievement.

Since education is such a big part of students' lives, they should be especially interested in educational data from the Census Bureau.

Educational Attainment Level of Americans

In the last 20 years there has been striking growth in educational attainment in the U.S., especially for persons in the professional, managerial, and administrative fields, but also for policemen, firemen, farmers, and craft workers, an increasing number of whom now attend college.

Although positive strides have occurred in the educational level of all Americans, some differentials continue to exist. At the end of the 1970s, 12.5% of whites 25 to 29 years of age had not completed high school, compared to 23.8% of blacks and 42.9% of persons of Spanish origin. Nevertheless, great strides have been achieved among blacks at all levels of educational attainment in the last 20 years.

The 1970s reflected many educational gains. By 1980 many more Americans were graduating from high school than in 1970. Adults completing at least one year of college (31%) or who were college graduates (16%) doubled during the decade. Although three times more per-

sons 25 to 29 years completed four years of college than persons 65 and over, this older group is far better educated than in past decades. Since they are better educated, they will expect and want more educational opportunities.

As the 1980s began, women outnumbered men in college enrollment for the first time since World War II. A sizable portion were part-time women students 35 years old and over; however, more women under 20 years of age were enrolled than men. Although women currently outnumber men in terms of college enrollment, a greater proportion of men than women between 25 to 29 years had completed at least one year of college.

Higher educational attainment levels are typically associated with upward occupational mobility and higher income levels; however, disparities continue to exist between male and female income levels. For each level of educational attainment, male workers age 25 to 34 tend to have higher median incomes than females. At the end of the decade, the median income of a female college graduate was less than that of a male high school graduate and only slightly more than a male worker who started but did not complete high school. No evidence suggests that this disparity is narrowing.

Millions of people are taking adult education courses offered by universities, employers, public schools, community organizations, private instructors, and labor or professional organizations. Participants in these courses tend to be better educated than the average adult. Those in basic and secondary adult educational programs are usually under age 35 and from minority groups. The concept of life-long learning seems to be growing.

Census data show that persons with high levels of education are healthier, live in better housing, participate more often in community and cultural affairs, and vote more often in elections than people with less educational training. Higher educational attainment is also associated with increased upward occupational mobility.

Enrollment Decline

During the 1970s preschool enrollments increased and elementary-secondary enrollments dropped. Nursery school enrollment increased

from 1.1 million in 1970 to 2.0 million by 1980, even though the total number of 3- and 4-year-olds declined by approximately 18%. This substantial increase is no doubt attributable to more working mothers and to the growing recognition of the value of preschool education. This age group is the only one in recent years having large enrollment increases.

Elementary school enrollment was 27.4 million in 1980, a decline of about 6 million or 18% from 1970. High school enrollments in the 1980s continue the downward trend of the elementary schools in the 1970s. Fewer high-school-age students, 14 to 17 years old, reflects the low birthrate in the 1960s and early 1970s. This age group will continue to decrease through the 1980s.

Enrollment decline affects students in many ways. When schools are closed, students must transfer to new schools and adjust to new friends and teachers. If the schools are not close to their homes the students may need to take buses. The times the buses run may prevent students from participating in after-school activities.

Public School and Private School Enrollment

While public school enrollment at all levels has decreased, private school enrollment has increased. Recently, a news program reported fundamentalist Protestant Christian schools are increasing at a rate of four every 24 hours. However, by far the greatest number of students enrolled in church-related schools are in Catholic institutions. Figure 5 shows enrollments in public and private schools.

During the 1980s, the debate over private vs. public schools will probably increase in intensity. Why more parents are sending their children to Christian schools is an issue that needs to be examined to determine if these schools are truly offering a better curriculum or if they are just the result of general disenchantment with the public school system.

International Comparisons of Educational Attainment

In spite of America's long tradition of public education, the United States ranks behind Japan in the percentage of 15- to 19-year-olds enrolled in school full-time. After Japan and the United States in order,

Figure 5. ENROLLMENT IN PUBLIC AND PRIVATE SCHOOLS
(Numbers in Thousands)

School Level	*1965*	*1970*	*1980*
Nursery School Total	520	1,096	1,987
Public	127	333	633
Private	393	763	1,354
Kindergarten Total	3,057	3,183	3,176
Public	2,439	2,647	2,690
Private	618	536	486
Elementary School Total	32,474	33,950	27,449
Public	27,596	30,001	24,398
Private	4,878	3,949	3,051
			(1979)
High School Total	12,975	14,715	15,116
Public	11,517	13,545	13,994
Private	1,457	1,170	1,122

come Canada, France, Germany, the United Kingdom, and Italy. Between 1960 and 1975, Japan and the United Kingdom made the greatest gains in the percent of 15- to 19-year-olds enrolled full-time. In Japan, 76.3% of this age group were enrolled in 1975, compared to 39.4% in 1960. In the United Kingdom 43.9% were enrolled in 1975, compared to 16.6% in 1960.

The United States was first in the percentage of 20- to 24-year-olds enrolled in school full-time. Following the United States were Canada, Japan, Germany, Italy, France, and the United Kingdom. Among these countries, Japan has the distinction of having the greatest gain for this age group. Canada is second.

It is interesting to compare enrollment percentages with expenditures for education. Census data show that total public expenditures for education, as a percent of the gross national product, were larger in the Scandinavian countries, the Netherlands, and Canada than in the United States, but smaller in Japan, France, and Germany. Japan has made tremendous gains in educational attainment and at the same

time kept expenditures lower than many other countries. Japan's success raises several questions: First, what has Japan done to bolster and sustain enrollment? Second, how has it kept expenses down? Third, for what type of world is Japan preparing its students?

The use of census data that compares the U.S. educational system with the systems of other countries can lead to many hours of rich discussion.

Activities and Questions

1. You are going to set up a school and must decide what age group to serve; i.e., that group where enrollment shows continued promise of growth. Use census data to make your decision and discuss why you chose that age group.

2. There has been a tremendous growth in the number of fundamentalist Christian schools. Why have so many been created? Are desegregation and busing issues involved? Debate the advantages and disadvantages of public and private education. Use the *Statistical Abstract* to find out what states have the most private schools. Why might some states have more than others?

3. What role has free public education played in the development of our country? Use census data to verify numbers and ages of persons who benefit from free public education.

4. Based on the table illustrating enrollment in public and in private schools, project at what levels and in what types of schools increases in enrollment will occur. Why?

5. Obtain demographic data from your school system about numbers graduating from high school or going on to college. Compare them with data from previous years and with national census data. Study your community to determine reasons for changing patterns in enrollments.

6. Based on today's educational attainment levels, explain how the educational needs of tomorrow's older persons will differ from those of older people today.

7. Census data show that the greatest growth in educational attainment has been for persons in the professional, managerial, and administrative fields. What societal factors have created growth in such fields?

8. Using census data, compare the educational attainment levels of men, women, blacks, and whites and relate this to their income level.

9. Census data show millions of persons are now engaged in adult education. Interview someone from your local university, or from other agencies offering continuing education, about the composition of their enrollment. See if their remarks support your census data. Ask how they use census data to plan programs and project enrollment.

10. Invite your principal or superintendent to talk about how demographics are used in planning; for example, in determining the size of the 4-year-old population in your community to project the number of kindergarten classrooms that will be needed next year.

11. Japan has outpaced every country in its gains in educational attainment since 1960. Write a press release to the school newspaper giving reasons you think this occurred. Use census figures to support your reasons. Comparative data are found in *Social Indicators III* prepared by the Census Bureau.

12. Why did the nursery school population increase from 1.1 million in 1970 to 2.0 million in 1980, when the total elementary school population has been declining during this period?

13. Using census data, prepare a bulletin board illustrating educational progress in the U.S.

What the Census Tells Us About Work and Income in America

Jobs and money are important in the lives of most teenagers. After-school and summer jobs give them money for what they want immediately, such as dating, clothes, and records and tapes, and for their long-term savings goals, such as for college or a car. As students mature, work and income become more important factors in their lives, so they are likely to have a strong motivation to study demographic information about work and income. What students learn about employment patterns and about the relationship between work and income will help them as they make plans for their lives.

Characteristics of Today's Work Force

For the first time in U.S. history, the civilian work force passed the 100 million mark in 1978. The nation's work force has changed significantly since 1950. The population increased 45%, but the total work force increased 64%, and women constituted over 40% of that work force. Projections indicate that by the mid-1980s, the nonworking population and the working population will be almost equal and will remain so well into the 1990s.

In the last 20 years, the labor force has been increasing at twice the rate of the general population. As the 1980s began, about 42% of workers were women; 51% of women 16 years old and over were in the work force. An impressive 59% of the increase in the work force in the 1970s was among women. Many of these women are mothers with children under age 18, and their entry into the work force will surely have an effect on American family life in the 1980s.

Between 1972 and 1980, employment grew significantly in 8 of the

12 major occupational groups. White-collar workers and service workers accounted for 85% of this growth, although these groups represented only 53% of employed workers in 1972. During this same period, the greatest numerical growth was in professional and technical workers, managers, administrators, and clerical workers. Occupations with declining numbers are farm and household workers.

Income Levels and Selected Family Characteristics

In the 1970s the slow rate of growth of real family income was attributable in part to the increasing number of families with a female head of household with no husband present. In 1979 these families had a median income of $9,930, compared to the median income for married-couple families of $21,500. About one fourth of families with female heads of households had incomes of less than $5,000 in 1979, while 40% of married-couple families had incomes above $25,000.

Discrepancies also existed among other groups. In 1979 white families had median incomes of $20,500 compared to median income figures of $11,640 for black families and $14,570 for families of Spanish origin.

Activities and Questions

1. Review census data to gain a perspective of the history of labor in the U.S., then write a story about workers in the early 1900s that includes as much demographic information as possible.

2. Research the major industries in your state. Which ones are based on industrial-age technology? Which ones are focused on technology of the future? What are the future job opportunities in these industries? Refer to the sections "Business Enterprise" and "Manufacturers," in the *Statistical Abstract of the United States* for valuable data.

3. Devise a questionnaire on job satisfaction and survey students who work at part-time jobs. Compare items they rank as satisfying to those of workers listed in *Social Indicators III* published by the Census Bureau.

4. Using census information, plot on a graph the growth of the U.S. work force. Explain factors contributing to this growth.

5. Use census information to compare earnings of males and

females with the same level of educational attainment. Make comparisons with blacks and Hispanics, too. Are there any discrepancies between educational level and earnings? What progress have we made in providing equal pay for equal work?

6. Use census data and prepare an occupational bulletin board that shows numbers of persons in various occupations, income levels, and other demographic information.

7. As a class project, have students prepare a booklet using demographic information to help them in choosing a career or making a decision about a part-time job. First decide on what type of information would be helpful. Then arrange the information so it will be useful.

8. Discuss why the need for some types of occupations is growing and the need for other types is declining. How can we prepare for change in occupations?

9. Prepare an audio tape in the form of a newscast that deals with income and employment in the work world of 2010. Use census data to project what you envision as the work world of the future.

10. Make a fact book consisting of census data quotes you have read in articles or heard in newscasts. Write facts in a column on one side of the paper. Beside each fact, in a second column labeled "Implications," write a possible implication. Discuss with your classmates the implications you have proposed.

What the Census Tells Us About Health and Nutrition

Data compiled by the Census Bureau encompass virtually all aspects of American life, including health and nutrition. Of the many topics relating to health and nutrition, the ones discussed in this chapter are of particular interest to students: prenatal care, smoking, obesity, diet, and exercise. For more detailed reports, refer to Census Bureau resources and to such agencies as the Bureau of Vital Statistics.

Public Views of Health and Nutrition

In recent years, our intense interest in issues of health and nutrition has been reflected by nonsmoking areas in restaurants, and by health food stores and exercise parlors at almost every major shopping mall. Books proliferate on how to cook everything more creatively, how to lose weight, how to reduce tension, and how to create overall well-being in mind and body.

A majority of Americans rate their health as good or excellent. Unfortunately, not all segments of the population share this optimistic assessment. More females than males reported their health was only fair. A large proportion of the elderly also termed their health fair or poor. How one perceives health correlates with family income. Typically, individuals living on less than $5,000 per year more frequently perceive their health as poor or fair than do affluent members of society.

Prenatal Care

As the number of young single mothers under 18 increases, many have expressed concern about their lack of knowledge about health. Good prenatal care is essential for healthy infants. By the end of the 1970s, almost 80% of women were receiving prenatal care during the

first trimester of their pregnancies. About 80% of white women received first trimester care compared to about 60% of black women. But women under 20 and over 40 years of age, the high-risk age groups for pregnancy complications and nutritional problems, are more likely to receive no prenatal care or to receive care only in the last trimester. Most females, black and white, under age 15 initiate care during the second trimester, later than any other age group. Ironically, this is the group that needs it most.

Exposing students to health and nutritional data, such as statistics on prenatal care, will help them to make wise decisions as they plan their lives.

"Thank You for Not Smoking": The Smoker vs. the Nonsmoker

Recently a man in Atlanta was asked to put out his cigarette by a person who was confined in the same elevator. When the man refused, the nonsmoker instituted legal action. We can expect many more verbal and legal battles between smokers and nonsmokers.

Since 1965 the percent of male smokers has decreased in all age groups, but the most significant decreases have occurred in the younger age groups. Percentages of both black and white male smokers decreased, but black males over the age of 20 smoked more than white males. Decreases for women have not been as great; the number of women smokers has actually increased in age groups 45 years and older. Nevertheless, the percentage of women smokers is still not as great as that of men in the same age groups. The percentage of black women smokers not only rose but surpassed the percentage of white women smokers in 1965.

Students will be interested in the statistics on smokers in the 12- to 18-year-old age groups. At the end of the 1970s, the total percentage of male smokers in this age group was 10.7%, compared to 12.7% for females. Between 1968 and 1970, percentages for both males and females between the ages of 12 and 18 increased. For most periods since then percentages of male smokers declined, but, with a few exceptions, percentages of female smokers have tended to increase. Figure 6 illustrates this.

It is interesting to speculate on the reasons smoking has declined among adolescent males but increased among females. Has the ban of T.V. cigarette advertising and the warnings about the health hazards of smoking from various groups had an impact on one group but not the other? Has the image of the smoker changed? Have the signs in restaurants and other places that segregate smokers and nonsmokers affected the way smokers see themselves? Debate will continue on the topic among all age groups, but adolescents in particular need accurate

Figure 6. PERSONS WHO SMOKE BY SEX, AGE GROUP, SELECTED YEARS

Sex *Age*	*1968* *Percent* *Smoking*	*1970* *Percent* *Smoking*	*1972* *Percent* *Smoking*	*1974* *Percent* *Smoking*	*1979* *Percent* *Smoking*
MALE All ages 12 to 18 years	14.7	18.5	15.7	15.6	10.7
12 to 14 years	2.9	5.7	4.6	4.2	3.2
15 to 16 years	17.0	19.5	17.8	18.1	13.5
17 to 18 years	30.2	37.3	30.2	31.0	19.3
FEMALE All ages 12 to 18 years	8.4	11.9	13.3	15.3	12.7
12 to 14 years	.6	3.0	2.8	4.9	4.3
15 to 16 years	9.6	14.4	16.3	20.2	11.8
17 to 18 years	18.6	22.8	25.3	25.9	26.2

information on this topic. As they search for data about smoking, they will likely become acquainted with other important health and nutritional data that will help them develop lasting health habits.

Obesity, Diet, and Exercise: A Look at the American Body

Obesity is a national health problem; it is associated with premature death and a higher incidence of such chronic conditions as hypertension, arthritis, and heart disease. Although the extent of obesity is difficult to determine, data in the last decade indicated that more adult females than adult males were obese; approximately half of black women between ages 45 and 64 in families below the poverty level were obese. While many people recognized their weight problem, only six million persons 12 to 74 years old were on a diet. Between 1967 and 1977 sugar consumption skyrocketed by 110%, obviously a factor contributing to the excess poundage of many persons. Nevertheless, most Americans are becoming more aware of the contribution that diet and exercise can make to their quality of life, as witnessed by the interest in diet books, health foods, low-calorie foods, and all forms of exercise.

Activities and Questions

1. Survey your school and community to find examples of businesses or agencies whose purposes are directed toward good health and nutrition. Check for nonsmoking signs, health food stores, exercise spas, etc. Find out when these businesses started, which is an indication of when consumers began to show an increased interest in health.

2. Check your school library for books on health and nutrition topics and find out when they were published. Has there been an increase in the last five years in such books? On what specific topics?

3. Contact the State Department of Public Health for information on vital health statistics in such areas as alcohol and drug abuse, infant mortality, obesity, hypertension, venereal disease, etc. Plan and execute a campaign against poor health habits using the information you have collected.

4. Prepare a T.V. news program on videotape to inform persons of the importance of prenatal care. Use demographic data that show that

most females under age 15 did not begin receiving care until the second trimester, although care during the first trimester is often crucial.

5. Using Figure 7, determine what age groups of what sex experienced the greatest growth and the greatest decline in precentage of smokers. Why do you think this occurred?

6. Assume you are a health educator with the assignment of making people aware of the extent of the obesity problem in the U.S. Using census data in *Social Indicators III* or other census publications, prepare a presentation for the class on this topic.

7. Americans make large expenditures for sports and recreational equipment that is used for different types of exercise. Refer to the *Statistical Abstract* to find out how money is spent for sporting equipment.

8. Refer to the "Health and Nutrition" section in the *Statistical Abstract*. Find an area that interests you and use the data provided to design an improved comprehensive health care system for 1990. Make charts, graphs, and maps to illustrate your points.

9. Pretend you are planning fitness centers and programs for your city in 2010. Decide the approximate age group that would be living in your city at that time. In what type of housing would they live? What type of program would they need? If elderly, would there be more men or women? If you plan for young single people, in what type of facility might you consider locating their program?

10. Make posters to display in your school or community that illustrate the physical condition of Americans. Use census data for ideas and be sure to give the source.

11. Compose a song that discourages the use of junk food. According to a recent census publication, sugar consumption went up 110% between 1967 and 1977. This should suggest some rhyming words that could be used for lyrics.

12. Invite someone from the Visiting Nurse Association to discuss the importance of prenatal care to the health of the expectant mother and infant.

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Appendix

The following resources from the U.S. Census Bureau provide a wealth of valuable and interesting information. Many other resources are available from the Census Bureau, but the ones listed below are probably the most appropriate for use with students. Census Bureau publications can be ordered from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Tel. 202/783-3238.

Statistical Abstract of the United States

Issued annually; $10.50 cloth, $6.75 paper; (first issued in 1889).

This comprehensive reference is often referred to as the national data book and guide to sources. It is the standard annual summary of statistics on social, political, and economic aspects of the U.S. Geographic coverage includes the nation, regions, states, divisions, SMSA's, and selected foreign countries. It is full of interesting facts. Tables are cross-referenced to *Historical Statistics* where applicable.

Historical Statistics of the United States, Colonial Times to 1970 (Bicentennial Edition)

Issued 1976; $26 per 2-part cloth set (sold only in sets).

This edition includes 50% more material than the 1960 edition. The two-volume set contains 1,298 pages of more than 12,500 statistical series on topics ranging from population characteristics to manufactured products. This edition has an expanded chapter covering the colonial and pre-Federal period from 1610 to 1780.

Social Indicators III

Issued December 1980; $17.00 paper.

This excellent reference was prepared by the staff of the Center for Demographic Studies, Bureau of the Census. It contains graphs of data describing current social conditions and trends in the U.S. on such topics as population, family, health, education, work, culture, leisure, and use of time. Summaries of data from other countries are sometimes included. Government data are included as well as data collected from other sources.

State and Metropolitan Area Data Book

The 1979 edition was the first in a series of new biennial publications. It presents data for the U.S. as a whole, each state, and each Standard Metropolitan Statistical Area (SMSA). There are 2,008 data items for states and 440 data items for 279 SMSA's. Data from the Census Bureau are presented on population, housing, retail trade, and many other areas. These data are supplemented with statistics from 60 other government and private agencies.

U.S.A. Statistics in Brief 1980: A Statistical Abstract Supplement

January 1981; $1.

This is an informative and inexpensive pocket-sized folding chart that can serve as a handy reference in the classroom. It includes data for the years 1960 to 1979 on such topics as population, vital data, education, employment, national defense, energy and science, business and finance, and several others.

Monthly Product Announcement

This listing of new census products is issued monthly and is free to all users of census data. To obtain a subscription, write to Data User Services Division, Customer Services (Publications), Bureau of the Census, Washington, D.C. 20233.

Population Characteristics, Series P-20

Fifteen of these reports are issued a year covering such topics as school enrollment; educational attainment; characteristics of persons, families, and households; fertility; and mobility status of civilian population. Interesting summaries of the topics are followed by tables of data.

Special Studies, Series P-23

Several special studies are published each year on varying subjects. Past topics have included the black population, American youth, mobility, implications of coverage in the census, the aging, survival rates, population in metropolitan and nonmetropolitan areas, fertility indication, and female family heads.

Population Estimates and Projections, Series P-25.

This series includes monthly and annual (midyear) population estimates by age, race, and sex for the U.S. Projections are made for state populations, households, families, school enrollments, educational attainment, and other factors. These are helpful for projecting future trends and needs.